SCHOLASTIC COAGLI

Twas the night before Christmas and all through the gym Not a player was stirring; the Coach through a whim, Had strung up some socks on the basket with care, In hopes that Saint Nick wouldn't pass them by there. The Coach was curled up all snug in his bed With visions of glass banks a-dance in his head. When out by the ball field there grose such a clatter He sprang from his bed to see what was the matter. When what to his wondering eyes should appear But a small charging-sled and eight tiny deer, With a skyscraping driver so lively and quick He knew in a moment it must be St. Nick! More rapid than Bradley, his couriers they came And he whistled and shouted and called them by name: "Now Mikan! now Unruh! now Schnittker! and Dickey! Keep moving! Don't stall! Or I'll sell you to Rickey!" And into the gym they all flew like a streak With the Coach close behind them, all red in the cheek. He said not a word as Santa was filling The socks on the basket with gifts oh so thrilling Of bats and of balls and of football inflators, Of portable bleachers and pool chlorinators. He silently watched as Nick dunked in the "meat" Without even bothering to get off his feet; When suddenly Santa, with a twist of his head, Turned to the Coach and with gentle voice said: "And what would you like, Mr. Coach, for yourself? You may have a new gym or eternal good health." The Coach shook his head and measuring Nick's beam, Said: "All I want is a center for my team."

Santa sprang to his sleigh, to his deer gave a whistle, And away they all flew like the down on a thistle; But the Coach heard him say, ere the sun rose on Sunday: "Merry Christmas, I'll come out for practice on Monday!"

CLINICAL PROOF!

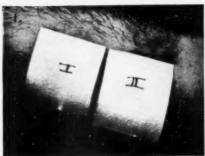
These photographs were taken during clinical tests

1. At start of test—Application of two types of tape to normal skin of forearm. I—Seamless Pro-Cap AthleticTape. II—Ordinary Athletic Tape.

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SCHOLASTIC

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VOLUME 20 . NUMBER 4 . DECEMBER

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/ Lugh Burns

University of Notre Dame

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Challenge of the rules

(An editorial by John W. Bunn, basketball coach at Springfield College and past president of the National Assn. of Basketball Coaches.)

HOUGH the 1950-51 changes in the basketball rules will hardly effect the physical character of the game, they carry a deep, trenchant significance.

They really represent the outcome of a revolution in the philosophy of the rules. And therein lies a tremendous challenge to all those interested in and connected with the game.

Before specifically stating this challenge, the issue can be clarified by recapitulating some of the events which produced the revolution and culminated in the aforementioned challenge.

For years our basketball coaches exploited the rules, violated the intent and spirit of the game. Then when they became victims of their own imprudence, they ran to the rules committee for protection. Something had to be done (they demanded) to stop the incessant, unnecessary, and sometimes vicious fouling.

It happened in connection with the center-pivot play. It happened on shots for goal. It happened in the last few minutes of a game.

Likewise, the coaches wanted the privilege of unlimited substitutions. They got it, and then they exploited the privilege and again they ran to the rules committee (the almighty father with the magic cure-all) with a demand that something be done to save the game.

The officials went through the same cycle. They lost their courage as fulcrums between the coaches and the actual play.

For example, they saw unnecessary fouls but failed to award two free throws. And they failed to control the aggressive, illegal play about the free-throw area.

When the pressure from coaches, players, and spectators became too

much for them, they also turned to the ruling fathers for succor. The three-second rule and the twominute rule were the results.

From the foregoing, the light must surely be clear and bright. The cake was good. We wanted to eat and keep it too. We wanted to continue to exploit the rules, but did not want to suffer the consequence.

The dilemma we now face is obvious. Everyone knows that something is wrong, but no one seems to have the solution. At least, no one has been willing or courageous enough to admit that the trouble is not from without but from within.

There are signs, however, that our coaches are awakening. They took a daring step when they recommended that the rules committee do away with all the folderol and return to the point where all the trouble began.

It is hoped that they realize the

responsibility they have assumed by this move. They have said, in effect:

"Mr. Basketball Rules Maker, we have seen the light. We have been passing the buck to you and asking you to save us from ourselves. We now see that all the rules and regulations in the world won't give us a game of which we can be justly proud, unless we ourselves abide by the spirit and intent of the rules.

"We have just awakened to the fact that if we had given more than lip service to our code of ethics, we would never have reached the present impasse. We are now ready to teach and demand that our boys play the game in accordance with the philosophy of fair play."

Herein lies the challenge to all coaches. The events of the coming season will test their integrity. It is hoped that the awakening is com-

THE TRUE MEANING OF COLLEGIATE ATHLETICS

COLLEGES and universities would not be performing their missions of training young people to live useful, effective, and reasonably happy lives if they did not teach them something, as spectators or participants, about some of the sports which engage the interest of most people.

During the war, we gave up intercollegiate sports at Michigan State, and I had an opportunity to observe what happens to a college when it is all work and no play.

The campus loses much of its individuality; it loses a central rallying point; it loses that air of vibrant vitality which is so evident on a crisp, bright, fall morning before a game.

But it loses more than that, It loses, for example, some of the best demonstrations of what we know and love as democracy. Every student comes to learn that in the world of athletics the accidents of birth and bank account do not mean a thing.

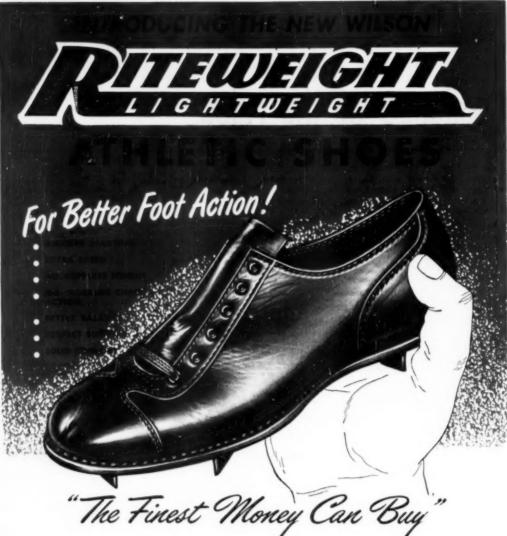
A man wins a place on the varsity, not through the influence of his father, nor his membership in an old and respected family, but by ability alone. We are even coming to the point at which not even the color of a man's skin makes any difference, provided he has what it takes to play the game.

Athletics serve another educational end in that they keep alive the spirit of competition. There is no place for handouts and security. It is a realm of competition, where the rules are fair and impartial in order that true worth and ability may triumph.

We know, too, that glory does not always lie in winning but in trying. The failures in life are not those who are unable to win great victories, but only those who never seriously try.

If, in the years to come, college athletes can summon to their aid in personal crises the truths they learned in the football stadium or on the baseball field, who will say that alma mater failed to educate them soundly, or that they were faithless to the great university tradition?

-JOHN A. HANNAH President, Michigan St. College

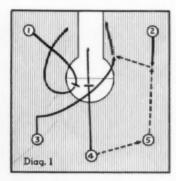


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Tulane's 3-out 2-in

By CLIFF WELLS



AT Tulane University, the three-out and two-in attack is a vital part of the offensive pattern because:

1. It keeps the middle lane open for cuts and drives to the basket.

It takes big defensive backboard men away from the boards, thus giving us more than an equal chance for the rebounds.

3. It gives our smaller speed boys a better chance.

4. When leading in the closing stages of a game, we can pull the defense out more easily and more successfully screen them.

5. It is a superior set-up for a

good possession game.

With our single- and doublepost patterns, the three-out and two-in lends more versatility to the attack.

Good faking in passwork and footwork are essential to the success of this spread attack, and we drill a lot on it. We also work every day on the vital timing of the splitting or crossing over of the players.

Good spot and lead passing, and smart changes of pace and direction, also require plenty of attention and drill. Patience...time... effort...those are the things necessary to make this set-up pay dividends.

Now let us see some of the possibilities afforded by the three-out and two-in set-up. In Diag. 1, player 4 has dribbled the ball into the front court. This move by the middle man of the out-three, always sets off the play. No. 4 passes to 5 and cuts to the foul line. As the ball goes to 5, player 3 cuts down the side, then, with a change of direction, cuts off the double screen formed by 4 and 1.

In the meantime, 5 has passed to 2. The latter meets the ball and feeds it to 3 going in. Players 1 and

4 follow up any shot.

Diag. 2 shows the play on the other side of the court, with 4 passing to 3. Here, 4 and 2 form the double screen, and 5 runs his guard into it. Player 3 passes to 1 who feeds to 5 cutting in. The rebounding is done by 2 and 4.

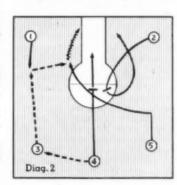
Diag. 3 shows how the play works

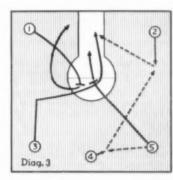
when initiated by the side man (who dribbles the ball into the front court). Player 5 passes to 4 and cuts to the foul circle, where he teams up with 1 to form a double screen. Player 3 cuts around the screen for the feed from 2 (who has received the pass from 4).

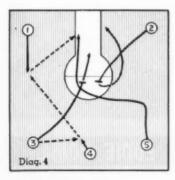
In Diag. 4, it is side-man 3 who starts the play, since he is the one who has dribbled the ball into the front court. He passes to 4, then forms the double screen in the foul circle with 2. Player 4 passes to 1 who feeds to 5 cutting around the screen.

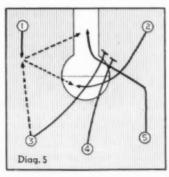
Whenever any of these set-ups fail to work, the ball goes back out. The receiver in the out-spot holds up the ball long enough to permit

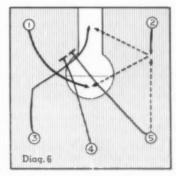
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FOUL SHOOTING

By JOHN T. RAMSAY, St. James H. S., Chester, Pa.

EXCLUSIVE COACL PHOTOS

GEORGE MIKAN

A DEPTNESS at the foul line has become as much a prerequisite for winning basketball as team play, crisp passing, and accurate shooting.

With basketball tending toward the wide open, fast-break game, much more emphasis is being placed on driving for the basket. Consequently, a greater number of shots are being taken and more personal fouls are being committed.

It is not uncommon for a team to score as many, if not more, foul goals than field goals; and failure at the 15-foot mark has sent many teams down to defeat, even though they outscored their opponents from the floor.

Foul goals present a scoring opportunity that coaches cannot afford to pass up. A team must make a good percentage of its attempts to stay on the right side of the ledger. It should strive for at least a 60% average.

How can a team accomplish this? Is there a "best" way to shoot fouls? Should a coach insist on one method of shooting for the entire team?

Let me answer the last question first and thereby clarify a point. This treatise is concerned with the inaccurate shooter. If a boy is an accurate foul shooter to start with, I would never change his method.

Too often a coach will insist on changing a player's style without even considering the boy's previous accuracy. The result is an unnatural, awkward feeling and consequent inaccuracy. So, as far as the accurate shooter is concerned, give him plenty of practice to maintain that accuracy.

In answer to the other questions, this writer believes that while there is no established, sure-fire method for a group, there is a best way for each player. I have found that best results are obtained by having the poor shooter experiment shortly with each of the four methods that follow:

When he discovers for himself the position which offers the greatest relaxation and the method which produces the most accuracy—even though that accuracy is not exceedingly great at the time—let him adopt that delivery.

A relaxed position and a most accurate method go hand in hand, for almost every player shoots best when he feels comfortable. When the player fills these prerequisites, he should be made to practice frequently until the desired accuracy is obtained and the operation has become as mechanical as possible.

Once the player has gained a good degree of accuracy, he should not be permitted to change to another method, even though he may become discouraged and want to change. A player who constantly changes his foul-shooting position and/or method will never become a successful free thrower.

The four basic methods from which a player may choose are: two-hand underhand, two-hand overhand, two-hand one-hand overhand. These represent the methods in use today and, with slight variations in technique, there are basic fundamentals attached to each. Briefly, these are:

Two-Hand Underhand: This is probably the most widely used method of shooting. The feet are spread at a comfortable distance, and the ball is held on the sides by the fingers.

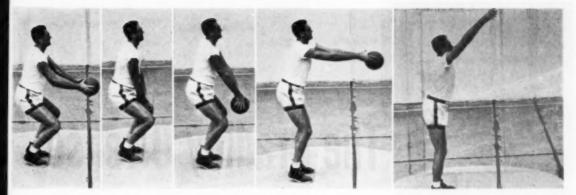
The ball is suspended perpendicu-(Continued on page 32)



PAUL ARIZIN

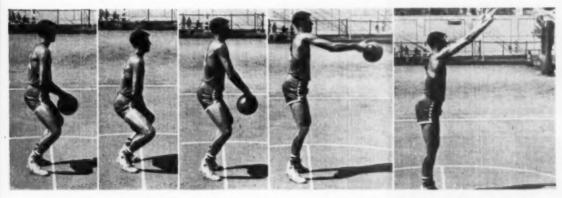


EDDIE ROMAN



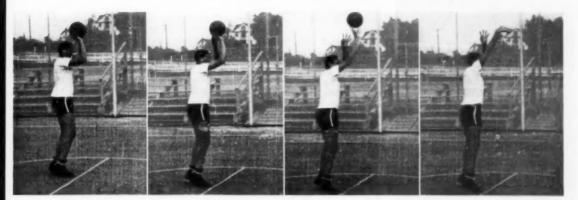
The world's greatest player offers a perfect demonstration of the underhand free throw. He assumes a comfortable position with the feet about 12" apart, toeing the line. He secures his aim by extending the ball directly at the tar-

get, then bends his legs and brings the ball down between his knees. For the release, he simply reverses the action —bringing the ball up with a straight-arm motion and releasing it about chest level with slight reverse english.



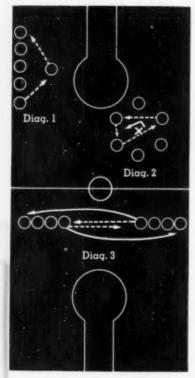
The ex-Villanova All-American now starring with the Philadelphia Warriors, uses a slightly modified version of the standard underhand throw. He does not bring the ball down with the straight-arm action recommended by the purists.

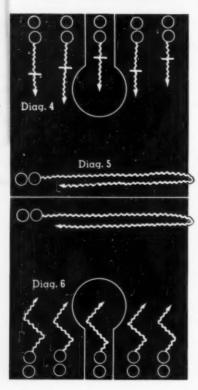
His arms remain flexed and never fully unlock. But once the ball reaches its low point and starts up, the shot reverts to purity. Check the last four pictures with the corresponding shots from the Mikan strip. See any difference?



Up until this season the big City College sharpshooter used to free throw with a two-hand overhead motion. This year he is switching to the above shot. He brings the ball up overhead with two hands, then, just before releasing it,

withdraws the left, or balance, hand. The ball is flipped off the fingertips with a wrist action and extension of the forearm. Notice how Roman comes up on his toes, and how the wrist turns over in the follow through.





The Bradley Offense

By FORREST ANDERSON

THE development of the Bradley offense is a lengthy and difficult affair that entails many hours of organization, preparation, and hard work. We try to fit the offense to our personnel, and our purpose here is to show you how we do this, using our last two years as examples.

When we started out, we knew that our boys were runners who liked to fast break. We also knew that we couldn't depend on much height. The team average was close to 6-1, with the tallest starter being 6-4.

Since we like to operate off a single pivot, we had to find a good man for the position. The boy we chose was Gene "Squeaky" Melchiorre. Though only 5-8—which made him the smallest pivot man in college ranks—he soon developed into one of the most dangerous pivots in the country.

When 6-7 Elmer Behnke and 6-6 Jim Kelly started to come along, they began taking their turns on the post and this helped solve our height problem.

We started our preparation with a running program that lasted about three weeks. During the first few practices, we allowed our men to run four laps, the equivalent of a mile, at their own leisure and pace.

If they could run the entire mile the first time, all well and good. If they could run only a quarter of a mile without stopping, that was all right, too. They would walk a little and then run some more.

We slowly brought them along so that by the end of the first couple of weeks, they were able to run a mile without straining. We would assemble them in a group, with the smaller men in front, and they would all run the mile together.

At the same time, we worked on their change of pace, change of direction, short sprints, and starts and stops. In between the running activities, we would give them some passing, ball-handling, and jump drills out in the grass.

Diags. 1-3 offer several examples of these drills.

Diag. 1, Johnny-on-the-Spot Drill: Divide the group into six or seven man lines, with one man in each group about five yards away. Using two balls, have the man "on the spot" try to pass one ball to any man in the line while receiving the second ball from another man in the line. This is a good way to develop wrist action and split-vision. When the leader misses a pass, he goes to the left of the line and the man on the right becomes the Johnny-on-the-spot.

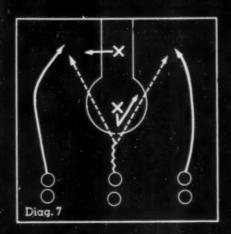
Diag. 2, Bull-in-the-Ring Drill: Form a circle of several men with one man in the middle. The men in the circle pass the ball around while the man in the middle tries to touch it. No lob passes can be used. When the middle man touches the ball, he is replaced by the last man to handle the ball.

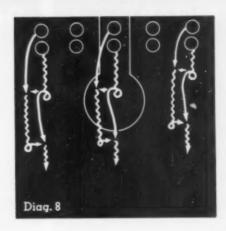
Diag. 3, One-Line Drill: This is for practicing all types of catches and passes while in action. Form two rows of four men or more, facing each other about six to eight yards apart. Have the boys execute all types of passes, with each man, after passing, going right to the end of the opposite line.

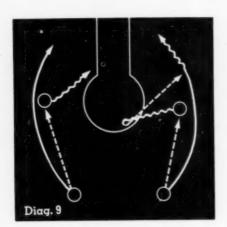
When we come in on the basketball court, we work on footwork, dribbling and shooting drills, of the type shown in Diags. 4-8.

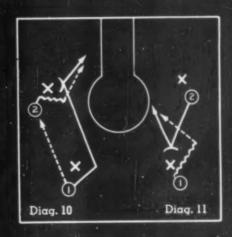
Diag. 4. Whistle Drill: The men line up along the endline, as shown. The first man in each line is given a ball. On the first whistle, he starts dribbling. On the next whistle, he must stop in two counts or less. On

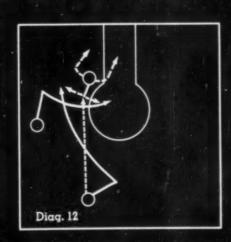
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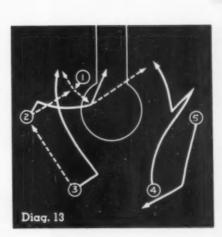




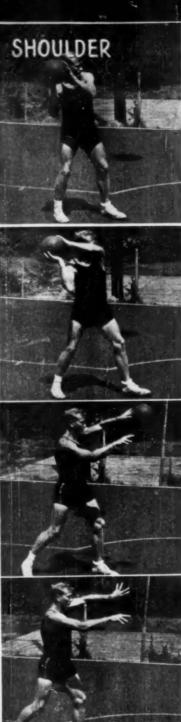




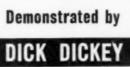


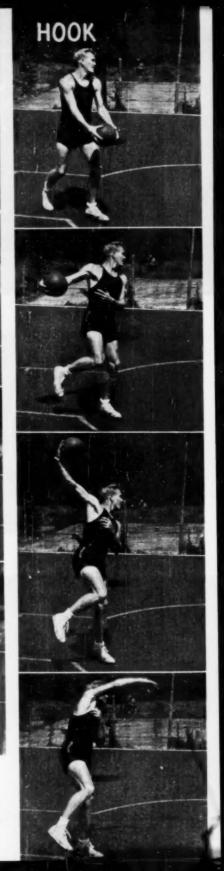








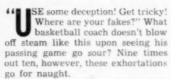






Passing Fancies

By ELAM R. HILL, Edison H. S., Fresno, Calif.



The art of passing a basketball, with adequate fakes and feints to ensure effectiveness without sacrificing accuracy, is rarely perfected by the high school boy and none too often by the college player.

What is the explanation for this scarcity of good passers? You would think that ball-handling would be every player's forte. No other phase of the game receives so much practice. In fact, the game cannot be played without every player engaging in extensive ball-handling.

It would seem, then, that practice alone is not the answer to becoming a good passer.

My belief is that most coaches do not really understand the mechanics of the passing art; and, therefore, when their men make mistakes, they resort to such cliches as "Move the ball! Get tricky! etc.", which serve no purpose other than frustrating coach and player alike.

How, then, can a coach teach good, effective passing, and just what do we mean by the term? To answer the last question first, good passing simply means getting rid of the ball in such a manner that the opponents cannot intercept or deflect it, and getting it to a teammate in such a way that he can handle the ball easily and do with it what is most advantageous at the moment.

Now, for the actual teaching of passing techniques. The first job is to sell every boy on the importance of passing to the ultimate success of the team. We must sell them the idea that they all can become good passers—that every boy can learn the fundamentals of deception with proper instruction.

After this selling job has been adequately carried out, our next task is to give the boys the actual tools with which to pass effectively.

Let us assume that the offensive guard is bringing the ball down the floor and attempting to pass it into either the center slot or to a forward on the side of the court. The basic fundamentals for this passing situation will apply to most situations on other parts of the floor.

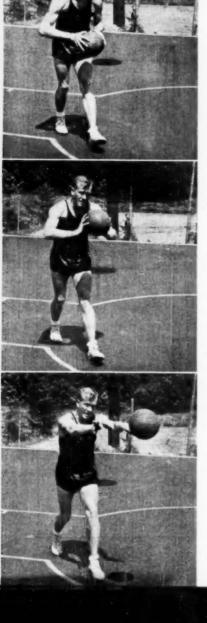
The first and most common mistake is for the man bringing the ball down to stop too soon and try to pass by his defensive man, who may be some three to five yards away. This almost invariably results in an interception or deflection.

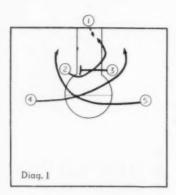
The reason is simple—the defensive man is given too much time to react to the ball. He has all of the time it takes for the ball to travel from the passer's fingertips to the defensive man. Now, if the ball were to be advanced to within two to four feet of the defensive man before the pass were attempted, the guard would have had less time to react to the ball.

In many instances, this simple precaution alone will ensure the completion of many good passes that would otherwise go astray. But how many guards do you still see throwing the ball into the post or to a forward when they are yards away from their defensive man?

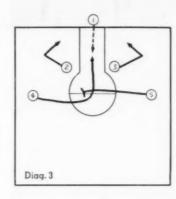
Also of importance is the fact that besides the passer's defensive man, there are four other opponents on

(Continued on page 44)









Out-of-Bounds Plays

By LEON BURGOYNE, St. Joseph (Mich.) High School



EVERY coach, no matter what sort of attack he subscribes to, will do well to incorporate a series of plays

from jump-ball and out-of-bounds situations.

It is silly to trust to luck in these circumstances. Only a highly experienced team can improvise an attack from a tap or throw-in. And it is shameful to merely play for possession. This is tossing away a golden opportunity—a chance for some easy baskets.

Even if you don't score from a set play, you can always maintain possession. That's why the time spent on such plays is extremely worthwhile.

As in football, I teach my out-ofbounds plays in sequential form. I like them to look alike at the start but to develop differently—with the striking threat coming from various directions.

There are two good reasons for this. First, it is confusing and demoralizing to an opponent to find different men scoring on what seems to be the same play. Second, the deployment of the men in the same position for different plays expedites their execution.

When a player assumes the same position regardless of the ensuing play, all hesitation and jockeying for position are eliminated. This is extremely important when you remember that a team has only five seconds in which to set up and start a play.

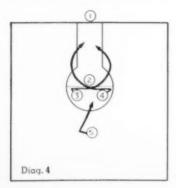
An out-of-bounds play, as any other, requires perfect timing. It must be simple to execute, yet offer several options to the passer. Furthermore, it should be limited to one or two passes. Each added pass increases the risk of interception, and the extra time involved permits the defensive team to protect the basket.

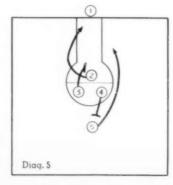
There are enough plays available to enable any coach to tailor-fit them to his team. Most coaches prefer to employ a limited number during the first round of conference play and then switch to a different set for the second round, with perhaps a third set for use in tournaments.

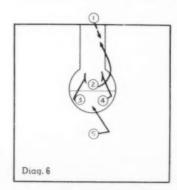
The accompanying diagrams indicate a few of the many out-of-bounds plays which have successfully added a punch to the offense. In each of these series, the two best ball-handlers are placed in the key passing positions—the outside position and the initial receiving post which will have to make the second pass, if there is to be one. The best shooters occupy the scoring positions

In Diag. 1, No. 1 has the ball out of bounds under the basket. Nos. 2 and 3 take positions outside the head of the lane, while 4 and 5 play even with the foul line and outside of 2 and 3.

On the signal, 3 screens for 2, and 4 and 5 cross in the circle with 5 on the inside. No. 1 has the option











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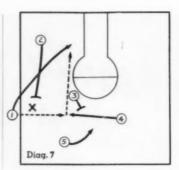


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of passing to 2, 4, or 5, whoever is open. The next time the play is run, 2 might screen for 3.

Diag. 2 shows the players in the same positions, but this time 2 screens for 4, and 3 screens for 5. No. 4 cuts down the keyhole, while 5 breaks on the outside to prevent congestion in the lane.

In Diag. 3, No. 5 breaks to the circle and sets up a post on the foul line. No. 4 cuts sharply around the post, running his man into him, and should be open for the pass from 1. Nos. 2 and 3 fake toward the corners to draw their men away from the lane, then angle sharply toward the basket.

Diags. 4-6 outline another effective series from out of bounds in front of the basket. In this set-up, No. 1 handles the ball out of bounds, 2 takes a position just inside the free-throw line, and 3 and 4 play back of the line. No. 5 is on a line with 1 but outside the circle.

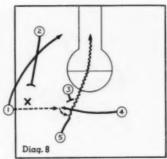
In **Diag. 4**, Nos. 3 and 4 fake to the outside and then split on 2. No. 5 maneuvers for the pass-out in the event that the defensive men on 3 and 4 switch.

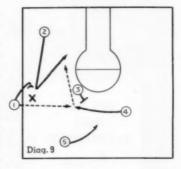
In Diag. 5, No. 3 screens for 2 and 4 screens for 5. Both 2 and 5 cut to the outside of the screen and drive hard for the basket. Using the same play, 3 can screen for 5 and 4 for 2.

Diag. 6 shows 3 and 4 faking to the outside in the same manner as in Diag. 4. However, instead of splitting the post, both men screen on either side of 2. The latter has the option of going around the screen either to right or left. No. 5 fakes to lose his man and then goes down the lane for a possible pass.

Diags. 7-9 offer a simple but highscoring series of plays for use when the ball is out of bounds at the side. No. 3 has the same job in each play of the series. He sets up a screen so that 4, breaking across the floor, is free to receive the throw-in from I. No. 2 plays the corner and comes up to screen for 1 in each play.

In Diag. 7, No. 2 screens for 1. The latter passes to 4, breaks behind the





screen, and takes a return pass from

The play is the same in **Diag. 8** except that 4 pivots and hands off to 5 breaking past. Both 4 and 5 have the option of passing to 1, who cuts for the basket the same as before.

In Diag. 9, No. 2 again screens for 1, but the latter, instead of breaking for the basket, sets up a screen for 2. No. 2 breaks out of the screen, taking the pass from 4.

All these plays require precision timing and top speed. No play from out of bounds is going to score on every attempt, but a few minutes daily drill in a simple series will give a team its share of quick baskets, and, most important of all, will give the team training and confidence in gaining possession of the ball.

STOP THAT YELLING!

BASKETBALL fans are issuing a justifiable complaint these days—that some prep coaches are yelling "Foul!" before the whistle-blowers can toot, and are generally interfering with the progress of the games. That's a bad practice, inclined to excite partisan supporters and unfair to the officials. The coaches, once having chosen the officials, should abide by their decisions and accept them in a sportsmanlike way. Yelling at officials sets a terrible example for the kids.





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Testing in Soccer

WHILE teaching physical education and coaching (on the high school level) a few years back, I used to lie awake nights wondering how to arouse interest in the learning of fundamental skills.

If I could somehow test and score the fundamentals of a sport, those tested would certainly be interested in making comparisons with their classmates. And by testing early in the year and again near the end of the sport season, I could also give the individual a chance to discern his rate of improvement.

Then I began to think of the Varsity team. Mightn't it be possible to develop a battery of skill tests covering the fundamentals of a sport, and from the results pick my team? The idea was intriguing. Having considerable background in soccer, I decided it would be an excellent sport with which to experiment.

The first step was to prepare a questionnaire for high school and college coaches. In this I listed all the fundamentals of soccer that could be standardized and scored. The coaches were asked to add to this list, then rate the fundamental tests according to the degree of difficulty in learning.

Also listed in the questionnaire were the possible values of such tests to both the teacher and the pupil. The coaches were asked to write either "yes" or "no" opposite each listed value. Additional values were also solicited.

To be of value to other than one school, a testing program must be objective in nature and so standardized that different people scoring the tests would arrive at approximately the same rating. The entire battery could thus be given, scored, and compared with the same tests given anywhere else.

Several rules were laid down to assure standard testing conditions:
(1) Leather soccer balls would be used with an official air pressure of 13 pounds; (2) Tests would not be given on rainy or windy days; (3) All those being tested would be required to wear tennis shoes. In this way, the Varsity and Junior Varsity

By GLENN F. H. WARNER

Coach, U. S. Naval Academy



could not gain an advantage by wearing their regular soccer shoes.

Questionnaires were sent to 117 coaches, from whom 42 answers were received. Some of them suggested tests of the combination type, such as dribbling and shooting. However, I decided to keep the tests simple and homogeneous.

Many other tests were mentioned, but were not given too much consideration because of the fact that they could not be standardized. These included tests for the goalie and for tackling.

The tests which the coaches believed covered the fundamentals, included:

- 1. Kicking for distance, right foot.
- Kicking for distance, left foot.
 Penalty kicks for accuracy.
- 4. Corner kicks for accuracy.
- 5. Heading for accuracy,
- Throw-ins for distance.
- 7. Dribbling for time.
- 8. Trapping (success or failure).

In rating these tests, the coaches decided that the complex skill type, such as dribbling, trapping, and heading, were the most difficult to learn.

Secondly, they believed that coaching or teaching stress should be placed on the accuracy fundamentals—corner kicking, heading, and penalty kicking.

The least emphasis, they agreed, should be spent on the tests demanding strength, such as kicking for distance, both right and left foot, and throw-ins for distance.

The many values to be derived from this battery of fundamental skill tests obviously add significance to the project. Following is a list of some of those values as stated by coaches:

- Individual skills may be better developed.
- 2. Pupils through a graded score can follow their own improvement.
- It represents an excellent way to discover outstanding prospects for the Varsity.
- A keener insight into the fine points of the game is developed. (Continued on page 20)







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6. Kicking for distance with either foot will prove to the beginner that one of his feet is practically useless and needs to be developed.

7. It gives the instructor a wonderful opportunity for individual instruction that is impossible in the regular intramural program.

8. The scoring is simple and can be computed and listed on the bulletin board while interest is still high.

9. It gives you a graphic picture of each boy's individual abilities.

Following is a list of the eight tests with an explanation of each and how they may be standardized and scored.

Kicking for Distance, Right Foot. The ball is stationary on the ground, and the kicker is allowed a run. Although the objective is distance, a certain amount of accuracy is required in that the kicked ball must remain within a 25 yard lane. Three trials are given with the best kick counting.

Kicking for Distance, Left Foot. (Same as preceding test.)

Corner Kicking for Accuracy. The ball is placed on the corner where the goal line and sideline meet. Spots are marked at points 15 yards in from either goal post, dividing the penalty area into three zones (see diagram). Three kicks are allowed (with either foot), all of which count in the scoring.

If a kick carries in the air beyond the farther goal post into Zone A. three points are given.

If the kick carries in the air into Zone B, two points are awarded.

If the kick goes into Zone C on the fly or on the ground, one point is given.

If the ball fails to come between these designated spots, no credit is

Heading for Accuracy. A line is marked five yards in front of the goal posts. The individual can stand wherever he wishes behind this line. Three yards out from the goal posts, two poles, 15 feet in height, are paced three yards apart. A rope is stretched between and at the top of these poles. Another rope is stretched across at a height of 12 feet.

The ball is thrown from the goal line between the ropes and poles so as to come down approximately on the five yard line. The boy being tested may use his own judgment in getting into position under the ball in order to head it accurately through the goal.

The ball must be headed through the goal before touching the ground. This counts three points. Passing through after touching the ground,

5. It results in better playing in two points; going over cross-bar, one point.

To get different angles, the ball is thrown first from one goal post through the ropes and posts diagonally to the five yard line, approximately in front of the other goal post. The second trial is taken from the opposite diagonal. The third trial is taken from directly in front of the

Throw-Ins for Distance. Standing just in back of a line (no run allowed), the boy throws with two hands from in back of his head. Part of both feet must remain in contact with the ground. Three legal throwins are given, with best throw counting. The measurement is taken from the throw-in line to where the ball touches the ground.

Penalty Kicking for Accuracy. The ball is placed on the regulation penalty spot, 12 yards from the goal line. The kicker is allowed a run, if he so desires. The ball must be kicked hard. Three trials are given, with all counting in the total score.

Two ropes are tied to the crossbar and pegged to the ground so that the goal is divided into a four yard center with a two yard section at either end. A ball kicked through the two yard area, whether in the air or on the ground, counts three points. If the ball, before touching the ground, passes through in the four yard area, two points are awarded. One point is given if the ball passes through the four yard area but on the ground.

Dribbling for Time. Five objects are placed five yards apart in a straight line, the first object being five yards from the starting line. At the word, "go," the boy dribbles in and out of the objects, then weaves back in the same manner to the starting line. Three trials are given, with the best time counting.

Trapping (on Success or Failure Basis). The same setup with regard to standardizing the throwing of the ball is used as in the Heading for Accuracy test. The boy stands at least five yards from the thrower and must take the ball under control, not getting more than three feet away from the ball. After trapping the ball, he dribbles back to the

Three trials are given, with each successful trap counting three points. Two points are awarded for proper technique though the trap is not completely controlled; and one point is given for quick follow-up and dribble of a missed trap. This is purely a judgment test.

These eight standardized skill tests were given to 319 high school boys in their physical education

(Concluded on page 46)

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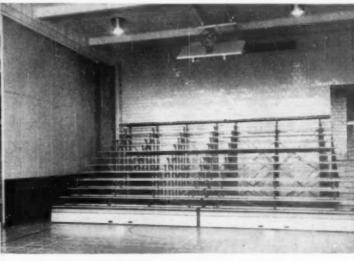
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The Bradley Offensive Pattern

(Continued from page 10)

the third whistle, he starts dribbling again. This procedure is repeated until everyone has participated in the drill at least once.

Diag. 5, Dribble Relays: Several men line up in single files. On the whistle, the leader in each row dribbles across court and back, then passes to the next man in line. The row which completes the drill first, wins.

Diag. 6, Change-Hands Drill: The men take positions at the endline. On the whistle, the leader in each file (with ball) dribbles down court, changing hands on every third or fifth step. The drill is repeated until everyone has had a chance.

Diag. 7, Three vs. Two: Three rows of men line up near midcourt, with two men standing in defensive positions in the four lane. With the ball starting in the middle, the three offensive men approach the basket and try to outmaneuver the two guards to score.

Diag. 8, Dribble and Pivot Drill: The men form several rows at the endline. On the whistle, the first man in each file dribbles several yards, stops, pivots to the rear, and passes

to the next man in line who is trailing him. The second man repeats the action, and the two men alternate up and down the court.

We are now ready to start work on our basic offense.

First step. We work quite a bit on perfecting individual weapons. Our favorite drills for this purpose are illustrated in **Diag**. 9.

Second step. We like to emphasize a lot of two-man situations that we call free-lance plays. Illustrations of these are shown in Diags. 10-11. As you can see, we leave the middle open for fast men driving down the middle.

Third step. We insert a pivot man, and Diag. 12 illustrates our theory of pivot play, with the variations.

Fourth step. The coordination of these theories into a basic offensive pattern is shown in Diag. 13.

Before going on to the fifth step, let us briefly analyze these diagrams.

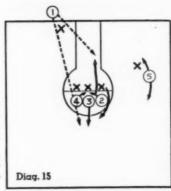
Diag. 9, All-Purpose Drill: Two rows of men line up on each side of the court, with a ball on each side. The first man in each file executes all types of passes, dribbles, pivots, turns, reverses, shots, etc. Each fundamental is taken up separately before any variation is allowed. The files on each side of the court alternate to avoid accidents.

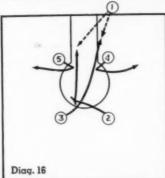
Diag. 10, Inside Screen, Two vs. Two: No. 1 passes to 2, fakes toward the middle, and puts an inside screen on X-2. No. 2 dribbles toward the middle and either shoots, dribbles all the way in, or passes to 1 rolling off his screen.

Diag. 11, Outside Screen, Two vs. Two: After passing back to 1, No. 2 puts a roll screen on X-1. At the proper time, 1 cuts past on a dribble and either goes all the way in or, in case of a switch, return passes to 2.

Diag. 12, Three vs. Three Drill: Offensive players working with a pivot man. The cardinal rule is: The man who passes into the center first is always the first cutter. The other man cuts right off his tail. The center can pass to either man or try to score himself.

Diag. 13, Five-Man Basic Pattern: No. 3 passes to 2 and holds his position. No. 2 then passes into the pivot, fakes toward the basket, and cuts across the pivot. No. 3 times his move so that he cuts right off 2's tail. Meanwhile, 4 and 5 change positions to keep their guards occupied. They are the passing outlets.





Fifth step. The fast-breaking shell constitutes what we call an organized passing break. Diag. 14 illustrates this shell in drill form. No. 1 gets the ball off the board and passes to 3 as soon as possible. The latter relays the ball to 4 coming into the center. No. 2 breaks down the opposite side to set up a three-man fast break with the ball in the middle.

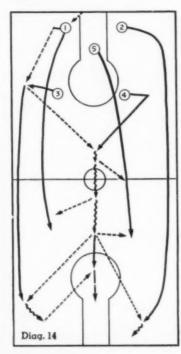
No. 5 trails the play. He never goes beyond the foul line unless he is shooting or following up.

As you can see, our men come down the side and stay wide. We want the ball in the middle most of the time. Any dribbling they do is supposed to be confined to the area from the midcourt to the foul line.

The last two diagrams offer samples of our out-of-bounds plays.

Diag. 15: Nos. 2, 3, and 4 line up as shown. On the whistle, 2 and 4 close in together, while 3 steps back two paces. He receives the pass-out from 1 and shoots. If any of the outside defensive men go after 3, No. 2 or 4 can cut for the basket. The diagram shows 2 cutting for the hoop, since X-2 has gone for 3.

Diag. 16: On the whistle, 4 and 5 fake in, then fan out to the side. No. 2 puts a screen on X-3 and rolls away for the basket. No. 3, meanwhile, has also cut for the hoop, and either of these men is usually open.



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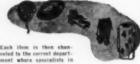




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"Mister Detective" of Basketball

By MORRIS D. KAUFMAN, Ellenville (N. Y.) High School



JOHN NUCATOLA, one of the foremost officials in the East, coined a most appropriate phrase when he called the basketball official "Mister De-

tective."

Most coaches, players, and spectators are not content with having the official supervise the game according to the book. They want him to "snoopervise" and "see through" each situation for violations.

Even our rules committees and their interpretors have put the burden of responsibility on the officials rather than the coaches and players. Too many of the latter try to cut corners and dig up new angles to outsmart the men in blue.

I believe that an official now has all he can do to keep the game moving smoothly, and that he cannot possibly be asked to assume any new responsibilities. Some men, for example, would have the official attempt to prevent many infractions and violations by a word or a motion of the hand or head.

The new rule changes make it mandatory for a fouling player to raise his hand so that the scorer may properly charge the penalty. Officials had better polish their detecting badges for this one. The coming season will see many an official walking toward the foul line with an eye peeled right or left to catch the miscreant who doesn't raise his

Coaches and spectators will swarm over officials who penalize one team for this infraction and inadvertently overlook it with the opposing team.

It isn't fair to expect an official to do more than call the play, name the offender, relay this information to the scorer, walk to the foul lane, await word from the captain as to whether the shot will be waived, and make sure that the offended player shoots the foul.

Another instance in which the official is detective-ized concerns the foul-lane line-up. When some restraining distance is specified by the rules, many coaches, players, and spectators expect each official to run around with a measuring tape.

If a player is on the lane line during a foul shot, should the official stand by until the ball is in play and then pounce on the offender? And should the officials pull out their yardsticks and penalize "B" for being only 2 ft. 10 in. behind "A" on the line-up for a foul?

If this is what is expected of officials, how can they do the job they are supposed to do?

There are many officials who believe they are never in error and that they can instantly spot any violation. But what official can determine who caused the ball to go out of bounds when one player has batted it out of the hands of another? When do we flash our badge and when do we use our judgment?

The writer was given no end of trouble by a certain coach while working a summer-league schedule under the 1950-51 code. This coach jumped up with complaint after complaint that the clock was not being stopped during held balls.

So it would seem that not only must we check the jumpers, await substitutions, and watch the circle, but we must also look at the timer to see that the clock has been stopped while the ball is dead. What next?

On at least one score, however, many officials have been derelict. It is about time that we started penalizing a violation no matter where it occurs nor in what stage of the game.

For example, during the first three-quarters of a game, an offensive player, after a basket, will invariably step over the end line while putting the ball into play. This seldom is penalized. But with just minutes to play and the score close, the official will suddenly get strict and penalize "A" for violating the boundary line. Officials should never keep tongue in cheek on play situations such as this.

One of the most serious crimes of officiating is the anticipation of a violation or foul. Perhaps that is

(Concluded on page 35)

STEEL LOCKERS

5 POINT SUPERIORITY

SECURITY because the door locking mechanism is pickproof... chual-latch... concealed in the channel lock rod it is pre-locking, positive latching. Operates whether door is slammed or gently shut. Exclusive Medart patent.



2 6

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LONG LIFE because of channel frame construction . . . 16 gauge steel, top, bottom and side frame members ensure rigidity and added strength. All parts electrically welded into solid square frame to assure proper fitting of door.



4

ADJUSTABLE LEGS that can be raised or lowered to compensate for unevenness of floor. Legs are correctly spaced every two or three lockers (depending on locker width) to facilitate cleaning under lockers.



5

STYLING . . . for efficiency and modern streamlined appearance. Absence of hinge bolt-heads on doors, styling of louvers, handle and legs give Medart Lockers that smart modern "functional" look. Simplicity that bespeaks smooth operation.



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P.S.

Wire Basket Shelving and Wire Baskets for use where the privacy of Steel Lockers is not required. Write for descriptive literature.



Medart Steel Lockerobes with "Simultaneous Opening Master Door Control" for elementary school use. Write for descriptive literature.





for the annual convention of the American Football Coaches Association at Dallas, Jan. 11-12, 1951.

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THE COACHES' STANDARD OF QUALITY IN ATHLETIC WEAR

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spectators must be kept.

Participation percentage. A recent issue of the Washington bulletin shows the number of schools which participate in the various sports. The data includes the following: Of

National Federation NEWS Edited by H. V. PORTER

DURING the fall months, our state associations have made a concerted effort to promote good sportsmanship in connection with athletic contests. It is generally recognized that a continuous campaign must be waged to keep unsportsmanlike outbreaks to a minimum.

The guilty parties are usually found among the spectators or among a small segment of students not directly connected with the athletic program. The outbreaks occur most frequently in communities where the school administration has taken no positive action in promoting sportsmanship education for both spectators and students.

Our state associations have rendered a fine service in issuing constant reminders of the desirability of such programs. Some conferences have set up a program in which each member school is rated after each contest. The administration of these plans is usually delegated to the student council, which sets up machinery whereby all the students and spectators in the community are constantly urged to help give the school a good conduct rating.

Tournament sites. The Kentucky state final tournament will be held in the new U. of Kentucky Memorial Coliseum at Lexington. This building has a seating capacity of 12,000 for basketball. Its acoustically treated ceiling is 49 feet above the floor and the span of its main trusses is 225 feet. The basketball court is permanent, with 80% of the seats on the sides.

In Minnesota the state finals will be conducted in the remodeled field house of the University. Its seating capacity of approximately 20,000 makes it probably the largest tournament site in the country.

Safety measures. The Alabama high school association is distributing a diagram of the football field to show the accepted arrangement for the players' bench, the warm-up area, and the limits behind which

the 319 member schools, 275, or 80%, participate in football . . . 300 (94%) participate in basketball . . 155 (48%) engage in baseball, and 155 (48%) participate in track.

New football picture. A new football motion picture will be made during early December for use next season. It will probably be "shot" in Arizona, with a number of prominent officials, coaches, and state executives assisting in the setting up of the plays.

Football rules. When the National Football Committee (high school) meets at Mobile, Ala., on December 30, it will check up on the following 1950 rules:

1. A fumble or backward pass may be recovered and advanced by any player. Is this satisfactory?

2. A free-kick (as well as any other kick) becomes dead and is a touchback when it touches behind R's goal line. Is this satisfactory?

3. Is the rule about extending a quarter when certain fouls occur during the last timed down, satisfactory?

4. Fair catch. Are these satisfactory: (a) the making of a fair catch on the last timed down of a quarter does not give the right to extend the quarter; (b) after R has touched the kick, K may legally catch the kick; (c) after K touches a kick, no fair eatch can occur.

5. End A-1 may (unless he is the snapper or is adjacent to the snapper) receive a forward handed ball without turning and without being a yard back. Is this satisfactory?

6. Forward pass interference by A in B's end zone does not result in a touchback. Is this satisfactory?

Among the proposals for rules changes that the Committee will discuss are:

1. Any number of substitutes should be permitted to enter whenever the ball is dead.

2. Certain rule exceptions should be eliminated by slight modifica-

3. Certain infrequent fouls such as flying tackles should be eliminated.

4. Limitations on handing the ball forward should be further liberalized

5. The fair catch and/or the return-kick should be eliminated.

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LOUR ESS.



First Prize, Sports, Scholastic Photography Awards, by Thomas Relucio, Memorial School, San Diego

Organization for Wrestling

By SPRIG GARDNER
Mepham H.S., Bellmore, N. Y.

N ALL highly organized sports, a certain portion of every practice session must be spent on teaching fundamental skills to each player.

In football, for example, the coach does not give his team a play and let it go at that. The play is broken down, each man is taught and drilled in his assignment, and then the play is put together.

It may be necessary to break that play down many 4imes before it is deemed ready to be used in a game. Hours of practice on the small details are essential to assure precise timing and proper execution of the individual assignments.

That is the only way to assure the play of a reasonable chance for success. No coach in any sport can hope to field any kind of team without allocating sufficient practice time on the fundamentals.

This particularly applies to wrestling. Too many wrestlers don't have the patience to perfect certain basic maneuvers. After practicing a maneuver just a dozen times, they will leave the mat feeling sure they have mastered it.

Consider the boys who spend 75% of their practice session actually wrestling: What holds or maneuvers do they use the most? Invariably these will be the holds or moves that work best for them.

To improve their knowledge and skill, it is obviously necessary to add more skills, more moves that will actually work for them in competition. When they reach the point where they can no longer add to their wrestling technique, they will have attained their peak and will then start to slide backward. Plan how you can constantly improve their game.

Coaches should not assume their boys are going to improve just by wrestling. This doesn't add up. Too much scrimmage in football, for example, does more harm than good.

The same applies to wrestling. We cannot expect to produce a well-rounded wrestler without organizing our practice sessions so that he *must* work on certain fundamental moves each period.

At the same time, we should make

THIS is the first of a series of three articles by Sprig Gardner, the fabulously successful coach of the Mepham High School (Bellmore, N. Y.) wrestling teams. Developer of innumerable champions and a coaching school lecturer in constant demand, Mr. Gardner has a skein of 100 straight dualmeet victories to his credit! Since that string was broken several years ago, he hasn't lost another

sure that the material is planned and organized in progressive fashion. Nothing will stimulate a boy more than to know that he is gaining new knowledge and a better command of the moves he already knows.

How can we set up our practice schedule to cover the necessary material? First, a plan for each day in the week must be made, covering the work you wish your squad to practice.

Second, if a large squad is being handled by one or two coaches, the time must be carefully planned so that no boy will ever be idle.

Third, we must determine just what moves we want to teach.

Written Plans. A rough plan should be set up covering the entire season, listing in a systematic and progressive manner the work you wish to cover.

You may even plan on a two or three year basis. This will not only give you opportunity to cover the work more thoroughly, but it will hinder scouting by your opponents.

The next break-down should be your weekly plan, followed of course by the plan for each practice session.

I have found the posting of the weekly plans of great value with my squads. Most of my boys wind up their high school careers with a complete four-year record of all the material we covered.

Division of Time. Those of you (Concluded on page 43)

In the prevention and treatment of athletic injuries, leading coaches, trainers and physicians rely on the supportive protection of ACE® Elastic Bandages.

No training room should be without the new ACE Manual, "Aces in Action," describing the proper bandaging of pulled tendons, charley-horse, sprained wrists and ankles, bruised ribs, strained elbows, wobbly knees and other athletic injuries.

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THE SIX-BEAT CRAWL

WHAT is wrong with the conventional six-beat crawl? It has five failings, as follows:

 Our legs beat air into the water which becomes foam, and the beats come so close together that they keep it that way. One leg works in the other's foam.

Better density can be had.

2. Our legs don't keep up with our arms, except at the dead spot between our armpulls. The legs come down to work against the arms. When the arms are doing most to drive us ahead, the legs are dragged by the arms.

Better streamlining can be had.

3. Our legs move too fast to permit "carrying out all the ashes." We're kicking about "half again as fast" as the circulation can be depended upon to clean up the "used blood" and supply fresh blood.

Better oxidation can be had.

In fitting our arms to this unnatural kick, we're wasting energy pushing water down and pulling it up—while losing the possible pulling forward.

Better arm-efficiency can be had. 5. All this causes sag-and-surge, causes loss of momentum in every stroke cycle, causes loss of leg drive on the water, causes unnecessary fatigue and loss of pulling power.

Individual swimmers vary widely in the timing of the six-beats and in the differentials of emphasis, but all suffer from the retarding influence of the above negative effects.

In 100 yards, there are generally from 42 to 48 drags and backward suctions. Only sustained and penetrating observation will disclose the depth, duration, and timing characteristics. Photo-analysis will confirm them. In 100 yards, a loss of probably from two to eight seconds is involved—besides the fatigue factors.

JAM HANDY is a former swimming champion who is credited with being one of the inventors of the six-beat crawl stroke. His article appeared originally in the March 1950 issue of "The Amateur Athlete," official publication of the Amateur Athletic Union of the United States.

By JAMISON HANDY

Unless we change our style to fix these things and pay attention to the application of what's known about hearts, about motor timings, about submarine propulsion at surface levels, about streamlining and propellers, and about mechanics of fluids, someone else will. Any good swimmers who do can take big chunks off the records, when properly, conditioned.

1. Six-beat Loss of Density:

Feathering. By "feathering" is meant, broken white water. It is a marine term. The turbulence of wash may be all right for purchase; but water that is whipped up with air gives much less purchase.

What do you mean "purchase?" purchase is the marine sense of a

solid hold on it.

The bubbles which whiten the water are presumably caused by the reentry of the foot every time it leaves the water. I have no case against bubbles, except that if you get too many of them, they thin out the water. With the twin-tail, these bubbles are greatly reduced and may be almost eliminated (except in the case of "horizontal floaters" whose legs ride exceptionally high).

Furuhashi avoids this white water (mixture of air and water) chiefly by means of the "horizontal" power accent in his kick—parallel to the surface and under water.

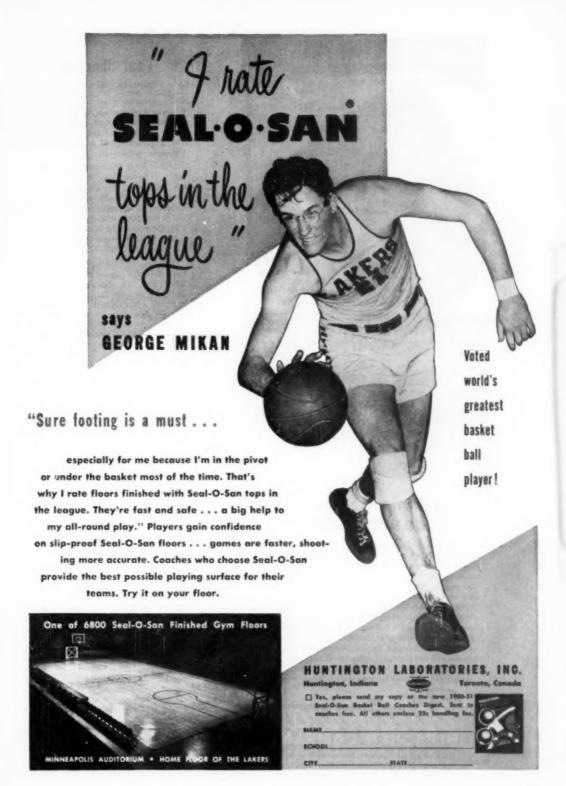
2(a). Six-Beat Backward Suc-

Cavitations. By "cavitations" is meant the formation of holes which open in the water behind a swiftmoving object. These cavities form immediately behind the object and close quickly.

If an object is moving on its own power, the cavity will be behind it in line with the path of its movement. If the object is being dragged by other power, the cavity will appear behind it in relation to what is pulling it.

The "negative effects" in our conventional crawl kick are shown up by holes in the water appearing behind each foot during the peaks of arm propulsion. These cavities are made visible by photography at the rate of .004 per second.

(Continued on page 38)





SPECIFY Universal FOLD-A-WAY GYMNASIUM STANDS

Custom built to fit individual requirements, Universal Fold-A-Way Stands provide all the advantages of permanent installations at much lower costs... and when not in use, they may be folded away, leaving spacious additional areas for practice courts, physical education and other activities. For example, the 10-row stands illustrated above occupy 17' 6" depth when in use, but fold back to a depth of only 3' 8". That means nearly 80% of the seating space can be converted into usable floor space whenever needed! Scientifically designed for the utmost in safety, strength, and adaptability, Universal Folding Stands are compact, yet roomy and comfortable... afford perfect visibility... provide ample space for folding chair storage, too. Complete catalog and descriptive literature free on request. Write today.



Foul Shooting

(Continued from page 8)

larly between the legs, and is usually delivered with a slight whipping motion of the wrists. The back and arms are kept straight throughout the delivery, and a good follow-through is vital.

Two-Hand Overhand: This is merely the set shot taken from the foul line with no opposition. Since there are as many methods of set shooting as there are players, no set rules can be given for this method. Players should be warned, however, against a prevalent tendency to overarch the ball.

Two-Hand Overhead: The ball is held directly above the upper forehead, and the delivery is effected exclusively with the wrists and fingers. Coaches should take care that the players do not move the ball backwards over the head to gain momentum for the push forward. Tall players seem to have a special facility for this two-hand overhead method.

One-Hand Overhand: This shot is delivered exclusively with the fingers and wrist of one hand, while the other hand aids in balancing. It is most important that the fingers are used and not the palm of the hand. Players who master this method of shooting usually attain a high degree of accuracy.

Regardless of the method selected, a factor which cannot be overly stressed is the use of the fingers in shooting.

A basketball should be shot primarily with the fingers and wrists. Many young players, however, have a habit of shooting with the palms or the heels of the palms rather than the fingers. Where this is done, the tendency is to shoot a "flat" ball rather than an arched one.

The best ball is a soft, gently arched one that floats over the front lip of the rim. This type of shot will often drop in even if it is not perfectly "true."

Use of the backboard in foul shooting is to be discouraged. The reason for this is that not all backboards rebound similarly—with the result that a player using this technique would have to aim higher or lower on the board, depending on its "fastness."

Coaches should also make certain that their players stand as close to the foul line as possible. Any stance farther back merely makes the shot harder. Have the boys take full advantage of the uniform distance and shoot from exactly 15 feet each time.

Once these preliminary processes are satisfactorily completed, the principal factor in maintaining superior foul shooting is concentration. Too often a free thrower becomes disconcerted by a noisy crowd, the tenseness of the game, or by some distraction of an opposing player. When this happens, the shooter's usual accuracy is greatly diminished.

Players should be trained to concentrate on the iron ring and forget about everything else. The player who is able to rivet his attention on the hoop, take his time, and loft the ball in a gentle arc over the front rim, will be a successful foul shooter. This factor cannot be stressed too much or too often; it is the key to accurate free throwing.

CONCENTRATION IS VITAL

The ability to concentrate must be developed in practice. One drill which may be used after the players have acquired a good degree of adeptness and confidence, is to have a player take his place on the foul line in readiness for shooting, with his teammates in the allotted offensive and defensive positions.

As the player prepares to shoot, allow the others to talk and even gesticulate in an effort to distract him. Let each player shoot predetermined number of fouls, then rotate them so each has a chance to shoot and each to harass. This drill enlivens a sometimes dull routine and at the same time affords players good practice and a chance to acquire confidence.

A player who can stand on the line and give all his attention to his shocting despite such distractions, usually will not wilt under the pressure of a tight game or be distracted by the noise of a crowd.

In summary, then, this is my prescription for developing better accuracy in the poor or inconsistent foul shooter, and, subsequently, to record better team percentages:

- Permit the player to employ a method which feels comfortable and relaxed.
- 2. Make him stick to this method until he becomes accurate,
 - 3. Stress concentration.
- 4. Maintain accuracy by frequent practice.
- It is hoped that these suggestions will benefit coaches in helping achieve better free-throw results. It is a phase of the modern court game that cannot be overemphasized.



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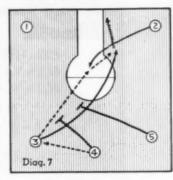
(Continued from page 7)

his teammates to go to the four other spots, then starts the play. The location of the ball on the three out-spots determines the play to be used.

In Diag. 5, player 3 now fakes the pass to 4 and fires to 1, who comes up to meet the ball. Players 3 and 4 set a double screen, as indicated, while 5 goes around the screen and in for a lay-up.

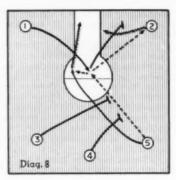
Usually, however, it is the second man around (2) who will get open. Player 2 times his break out of the corner just as 5 is passing the double screen. This gives 1 a chance to see if 5 is open. If not, 1 passes back to 2 for an easy shot, while the defense sags to stop a short shot. Players 3, 4, and 5 are responsible for the rebounding.

Diag. 6 shows the play on the opposite side of the floor. Player 5 fakes the pass to 4 and whips to 2. Then 4 and 5 cut down to form a double screen for 3. Player 1 waits and comes around the screen late. If he cannot get a good shot, he brings the ball out and waits for his teammates to reform the three-out and two-in set-up.



Diag. 7 shows the double screen being used in another spot. This play is usually used after a time-out so that it can be arranged by the coach and players, inasmuch as it is a variation of the plays in Diags. 1 and 2.

After faking to 5, player 4 passes to 3. Nos. 4 and 5 then set up a double screen for 3, while 2 cuts up to meet a high pass from 3. The latter then runs his guard into the double screen and goes in for a lay-



up. The pivot man, 2, can also fake a pass to 3 and turn and go in himself.

Diag. 8 shows the play on the opposite side of the floor. No. 4 fakes to 3 and passes to 5, then joins 3 in setting up a double screen for the receiver. The latter feeds in high to 1 coming out to the foul circle, and drives around the screen and in to the basket.

Player 1 may also fake to 5, turn and pass to 2 in the corner, then set up a stationary screen for 2 to come around. This is especially effective for good left-hand shooters.

Remember, work, work, and more work wins.

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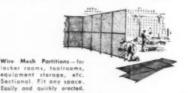


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The Stewart Iron Works Co., Inc., 1775 STEWART BLOCK, CINCINNATI 1, OHIO

"Mister Detective"

(Continued from page 24)

why some officials are called detectives. The official who anticipates a play and calls the penalty, is fair spectator bait. This often happens to men who stupidly try to catch an offensive player who has previously slipped one over on him.

It was only a few years ago that officials were practically required to take a course in lip-reading. It was the officials' responsibility to detect any passage of information from the bench to the floor.

Many coaches schooled their teams to assume sitting positions in front of their bench. Naturally the opposing coaches felt that the officials should lurk in the vicinity of the bench and apprehend the violator.

When the rules committee decided that it was judicious to permit coaches to converse with players or for players to seek advice during official times-out, the rule was eliminated.

FOUL SITUATIONS

Despite the "detective" stigma, the official does have to dig into many situations in order to determine guilt. Several of these follow:

 Kneeing an offensive player.
 When is the guard making an honest attempt at the ball and when is he deliberately fouling?

2. Backing up into the guard. When is the offensive player backing up and when is the defensive player over-guarding?

Screen and blocking. This is an age-old problem that perhaps will never be solved to everybody's satisfaction.

4. Pinching and holding. When a defensive player attempts to tie up the ball from the rear, is he holding or is the offensive player pinching his arms?

Who is trying to fool whom when players with four personal fouls change shirts to confuse the scorer?

All the changes in basketball have increased the burden upon the official. He cannot be an official and a detective. He can, however, be an official whose good judgment through his application and interpretation of the rules, is conspicuous at all times.

An official who practices good judgment will never be criticized. A "detective" will always be criticized. Call the play as you see it.



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off every second of play — records every score the split second it is made. FAIR PLAY adds excitement and thrills to any game. It's a real crowd pleaser because it keeps fans "in-the-know." It adds prestige to your gym or field house because it is the last word in basketball timer-scoreboards.

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is years ahead of the ordinary scoreboard — and here's why:

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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12th St., New York 3, N. Y.

M OON MULLINS, the old Notre Damer now coaching at St. Ambrose, is a disciplinarian in the tradition of Knute Rockne. He is dead set against smoking and tells his players so. One day he came around a corner unexpectedly and spied one of his boys frozen against the wall, a lighted cigarette at his feet.

"What about that cigarette?" he demanded.

"You can have it, Coach," the boy said, "You saw it first."

When Bu McMillin was quarterbacking the famous Praying Colonels of Centre College, he once fell into disfavor with his coach, Charley Moran. Saturday came around, and Bo still lingered in the doghouse. In the third quarter, the fans started yelling, "We want McMillin!"

This went on for some time until Moran finally beckoned to Bo. McMillin ripped off his hood and began limbering up on the sideline. "Who do I go in for, Coach?" he asked.

"You're not going in," snapped Charley. "You're going up—in the stands with your friends. They want you more than I do."

A short time before the football season opened several years ago, Father Cavanaugh, president of Notre Dame, asked Coach Frank Leahy what kind of season he expected to have, "Father," replied Frank, "you know we have a very tough schedule. I think we have a good chance to win two games—Tulane and Pittsburgh."

On the Sunday following Pitt's first game, which it lost to Illinois, 14-0, Leahy telephoned Father Cavanaugh and said, "Father, after yesterday's result I'm afraid you can scratch Pittsburgh from that list."

Ellis Veach was working a Detroit-St. Louis game that was played on a muddy field in a downpour. After the first three plays, it became almost impossible to identify the players. In the second quarter, a pair of begrimed players arose from a pile-up and started swinging at each other.

Veech rushed in, separated the two, then said, "Look fellows—I don't want to give away any secrets, but both of you are Detroit players."

"Forgive my negative approach to the record business, but we at Hubbard (O.) H.S. are working on a string of 63 straight basketball losses. It must be the longest such string alive. However, we are not too optimistic about our ability to keep it going. Our new head coach, Clyde Vanaman, put two teams in the state semi-finals while at another school, and has inculcated his team with a desire to win. We have also started a basketball instructional program for all boys from the third grade up." Huron J. Smith, director of athletics.

Here are a couple of quickies from Fred Russell, supersonic sports editor of the Nashville Banner. A certain Southeastern Conference captain remarked that he dreaded the coming of the first game and its toss of the coin. "I just hate to make a quick decision on anything," he moaned.

And from an old, old newspaper, Fred relays the opening sentence of a football write-up. "Georgia won the toss and chose the south goal in order to get the downhill lie."

During a Harvard game earlier this year, the floundering Crimson called one of its numerous times-out. The student manager grabbed his water bucket, rushed on the field and politely asked the nearest official, "May I go in now, sir?"

"Yeah," the whistle-tooter replied,
"I thought the coach was about ready
to send you in."

"When a basketball player turns an ankle leaping for a rebound, you have to accept it as part of the game," writes Bill Bunge, coach at Hermann (Mo.) High School. "But how can a coach maintain his Aristotelian calm when he loses a star guard for three weeks because of a dislocated wrist incurred while playing the piano?" That's precisely how Coach Bunge lost Duggie Klos early this season.

That Moon Mullins tale up front appeared in his swell article on small-time coaching in the Sat. Eve. Post (Nov. 4). Moon uncorked several other beauties in his piece. One of them concerned his fine fullback, Don Doody, who is now playing for the Baltimore Colts.

At practice one day, Doody messed up a couple of plays and Mullins really began to give him the works. Finally Don spoke up. "Listen, Coach, I know you don't think I'm so smart, but after I hit 'em a couple of times they'll be just as dumb as I am."

St. Benedict's College once played Tarkio College on a field next to a cemetery. Tarkio's star halfback, who had been giving St. Benedict a lot of trouble, hurt his arm and immediately called a time-out.



"Star guard lost for three weeks, dislocates wrist while playing piano."

Willie O'Neal, a Benedict star with a sense of humor, strolled over to the injured halfback. "Come on, Taylor," he said pleasantly. "Get yourself another arm out of that cemetery and let's play ball."

This same O'Neal was quite a basketball player, too. In one game, he and an opponent were racing for a loose ball. Willie got there first, but the other fellow gave him a shove which sent Willie flying towards the bleachers. He wound up straddled across the scorer's table.

O'Neal never lost his composure. He looked down at the scorebook and grinned. "Just wanted to see if my name was spelled correctly," he said. Then he calmly trotted back on the

floor.

When one of Moon Mullins' boys starts nodding during a squad meeting Moon will always tell a story about Jim Crowley at Fordham. It actually happened at a skull session before one of the Ram's big games against Jock Sutherland's tough Pitt team.

A second-stringer dozed off, and Crowley threw an eraser at him. The fellow jumped up, startled, and Jim said, "You better stay awake, Joe, because if you don't I'm going to make you play against Pittsburgh."

At last, a comparative-score analysis with a logical ending! Dick Miller, the U. of Illinois instructor, points out that the UCLA-Washington-Illinois round-robin the past season turned out to be a forecaster's dream.

First, Washington nipped UCLA, 21-20. Then Illinois whipped UCLA, 14-6. By collating these scores, you'd have to say that Illinois would beat Washington, 20-13. On October 21, the two teams met. Final score: Illinois 20, Washington 13!

King Kong Klein, the ex-NYU sports great, was officiating a game in Westchester County, N. Y., between Children's Village and the Ossining H.S. Jayvee. Children's Village had the ball on the Jayvee's 8-yard line, and the Ossining captain was exhorting his team to stop 'em. "Grab all legs!" he kept crying. "Grab all legs!"

The ball was snapped and the offensive fullback came plowing through the line. The Ossining left tackle, remembering his captain's instructions, grabbed the ball-carrier's legs but the fullback carried him right over the goal line.

As he got to his feet in the end zone, the tackle mumbled, "Cripes, I must have grabbed the wrong legs."

"A ponderous and rough tackle had just helped his team to a 55-0 victory." relates R. T. Gridley, assistant principal and coordinator of athletics at Tucson (Ariz.) High. "An admiring fan raved about what a great game he had played, Then he asked, 'How (Concluded on page 42)

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Such "cavitations" mean "vacuum suctions" holding the swimmer back. They indicate that the leg or foot is being dragged by the arm instead of driving the body ahead. These holes develop only with those down-beats of the kick which occur while the arms are delivering their maximum power impulses.

Cavitations do not occur between arm power strokes (after the arms are extended, when the kicks take hold and the feet are not being dragged by the arms).

2(b). Six-Beat Loss by Parasite

Parasite drag. Drag is a force resisting motion through air or water.

The Six-Beat Crawl Stroke

(Continued from page 30)

"Parasite drag" is an aviation term for the negative influence from any member which projects across the line of travel. It is usually applied to non-propulsive parts, but is also used for any negative influence from propulsive parts.

Strobo photography of the strokes of Ris, Gibe, Smith, and others indicate quite definitely that if we kick a leg down below the sternum (or the lowest point of the breast) while the arm drive is at peak, we get parasite drag from the down-leg. (It is then kicking against the armpull.)

Parasite drag may occur during the peaking of the power impulse or at the peak of the speed which comes just a little later—according to the individual's kick timing.

What should be done about all this is a question. There are at least four ways to go about getting some extra speed with less fatigue.

 Twin-Tail: Fishtail the legs vertically, one at a time with diminishing beats—time legs to maintain even momentum.

 Skip Beat: Eliminate or minimize those beats which occur during the pay-off of the armpulls—see Hashizume's right leg and dwindle beats.

Narrow Six: Ease off leg action and hold at least two beats above the breastbone or keel line—save leg power during armpulls.

 Swivel and Trail: See Furuhashi's rotary kick or reverse "Charleston" with horizontal power stroke—within the width and depth of the trunk.

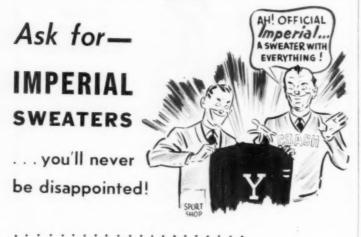
Each of these four has its advantages. Each has disadvantages. Maybe there are 17 other ways it can be done.

LEG FATIGUE

3. Six-Beat Loss by Leg Fatigue: Leg recovery. By "leg recovery" is meant particularly chemical recovery, not just recovery of position. It means oxidation of the lactic acid and other fatigue toxins in the bloodstream.

We don't know when this recovery period should be introduced. But there should be such a respite. The arms get such a recovery period every one and a half or two seconds and they don't get so tired. It takes more than a third of a second for the circulation valves to open and close. In other sports, athletes get more of this necessary time between exertional movements.

It is suggested that we get this recovery period at the time when the legs are least needed and most likely to get in the way—that is, during the peaks of arm propulsion. The suggestion is that the legs be asked to give us all they have at the "dead spots" between arm pulls,





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when, with our style of swimming, both arms are extended. Other good timings may be possible.

4. Six-Beat Waste by Conventional Arm Pull:

Almost worthless quarter of the arm stroke. By the "almost worthless quarter of the arm stroke" is meant one-quarter of a full reach pull. As American swimmers generally reach the glide, that quarter is about the first 35 degrees (of the underwater 180-degree vertical strokepath through which we move our arms) and the last 10 degrees.

Of course, the evaluation of the first and last portions of the conventional armpull in the U.S. six-beat crawl remains a matter of opinion. Those sectors of the armpull do have some propulsive value and may have rest value. But it may be we pay entirely too much in loss of time and efficiency.

JAP ARM RECOVERY

The Jap pull quits before the arm comes to the side or comes up. The arms goes right to work, but only at the angles of higher propulsion

During the Jap arm recovery, there is plenty of rest for all of the pulling muscles. This Jap rest starts under the body. Their sprinters still reach out farther than their distance men and show no new speed yet.

Furuhashi and Hashizume, by throwing their arms forward to take form late, have a much more efficient arm recovery although they have shortened the time required

There is plenty of time for biochemical recovery in the Japanese arm stroke. It provides twice as long a recovery as we give to our legs; and legs are much farther from the heart than the arms.

We give our arms three to four times as much rest as we give our legs. The Jap distance swimmers are resting arms and legs every stroke, all the time they are swimming and they finish rested.

5. Talent? Sure! Training? Sure! Hard Work? Sure! But Techniques, Too.

Of course, we are all mindful of the fact that unless you have physical talent, you have nothing. The mental attitude, including competitive spirit, is a controlling factor. Most of us think that the Japanese may be ahead of us as to training procedures. Likewise, we understand they have many more boys swimming more miles than we do.

But I am not a talent scout. I am unable to do anything about mental attitudes or about any training superiorities or swimming population -so I am devoting my efforts to CHAMPIONSHIP BASKETBALL considerations of techniques, being convinced that swimming is not merely a sport, but also an art and that it can be a science of human horsepower applied efficiently to propulsion through fluid.

In the past when such thinking has been applied, record times have come off in chunks. Now, there is much more to apply. We have kept ahead by refining a 1906 style, but only because all other nations have followed us down that road. Now, they are starting to apply modern engineering principles, and we'd better break out of our ruts.

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- 2. Ability to rebound (all important).
- 3. Maturity-boys 17-18 years of age.
 - 4. The will to win

-Karl Parker, Brimley, Mich. in "Winning a Basketball Championship"



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New Books on the Sport Shelf

 THE ALL-STAR RECORD BOOK, By Frank G. Menke, Pp. 326. New York: A. S. Barnes & Co. \$5.

WHEN it comes to amassing records, this man Menke is in a class by himself. If you've seen his Encyclopedia of Sports and other record tomes, you'll know what we mean.

His latest book is an eye-popper. It is a monumental 326-page compilation of official statistics, records, averages, tabulations, facts, and other outstanding achievements of the individual and team champions of every sport under the sun.

A product of years of research, it offers the complete all-time records of who did what, how often, how fast, how far, how much, and when.

There are 118 different sections, plus a supplement, all thoroughly indexed for quick reference. All in all, 87 different sports are covered in extensive detail, plus the highlights of many others.

You name the record, and if this book hasn't got it, well, we'll eat the attractive hard cover. It is the perfect reference book to sport achievements.

 CAMPING. By Arthur H. DesGrey, Pp. 171. Illustrated—photos. New York: The Ronald Press Co. \$3.

WHILE the primary purpose of this guidebook is to smooth the camper's trail, it is further intended to meet the needs of camp directors and counselors as well as leaders of recreational centers and outdoor clubs who have the responsibility of planning and supervising camp trips.

The six main areas covered include: Planning a Safe Camp Trip, Camp Site Selections, Camp Management and Routine, Sanitation and First Aid, Recreational Activities on the Trip, and Camp Hints and Aids.

Representing many years of experience and research, it covers the subject from A to Z and is replete with current problems and trends in the field.

 GRANTLAND RICE'S OFFICIAL BASE-BALL BOX SCORE BOOK. 25 Games. 8½ by 11 in. in size. Leonia, N. J.: Wells Publishing Co. \$1.50.

A COMPLETE, modern, easy method for scoring baseball and softball, this new scorebook enables you to record 25 games in full detail. Its big 3½ by 11 in. scoring frames are large enough to write in every ball, strike, foul, hit—everything that happens to a player when he goes to bat.

There are spaces for 10 men, spaces for substitutes in their proper batting order, and spaces for the won-lost records of every pitcher participating in the game.

The book also contains room for an inning-by-inning summary as the announcers (over radio and t.v.) give it, and a complete game summary with spaces for the names of the winning pitcher, losing pitcher, umpires, and even the attendance, weather, and time of the game.

Also included are the complete baseball rules for scoring (by special permission of Commissioner Chandler) and a complete home-team season summary.

The back is of a hard, extra-thick chipboard substance to provide a firm writing surface, and is spiral-bound for complete flexibility.

SWIMMING AND DIVING (Second Edition). By David A. Armbruster and Laurence E. Morehouse. Pp. 302. Illustrated-drawings. St. Louis: The C. V. Mosby Co. \$4.

THE excellence of this text is attested to by the fact that it already has had four reprintings since it originally appeared in 1942.

The book covers every basic stroke in detail according to established kinesiologic principles and physical laws; offers detailed conditioning and training programs; analyzes all the competitive dives; tells how to conduct dual and championship meets; and presents an excellent treatise on swimming pool construction.

The new items featured in the second edition include an evaluation of crawl-stroke techniques introduced by the Japanese in 1949; the latest innovations in regard to conditioning and training; refinements in the technique of the back crawl and breast stroke; and a new chapter on the conducting of meets.

The text is ideal for anybody connected with swimming programs coaches, athletes, officials, and administrators.

Miscellaneous

- Physiology of Exercise (Third Printing). By Laurence E. Morehouse and Augustus T. Miller, Jr. Pp. 353. Illustrated—drawings. St. Louis, Mo.: The C. V Mosby Co. \$4.75.
- Sport for the Fun of It (Revised Edition). By John R. Tunis. Pp. 248. Illustrated—drawings. New York: A. S. Barnes & Co. \$3. (A handbook of information and official rules on 19 sports.)
- Winning a Basketball Championship. By Brice Durbin. Pp. 57. Kansas

City, Mo.: Brice Durbin. (A brief study of 22 state high school champions of 1950.)

- · Bonus Rookie. By Frank O'Rourke. Pp. 179, New York: A. S. Barnes & Co. \$2.50. (A superb sports novel for young and old.)
- · Knotty Problems of Baseball. By Billy Evans. Pp. 111. St. Louis: Charles C. Spink & Son. 50e. (Complete, practical answers to puzzling situations involving the rules and fundamentals of the game.)
- · The Whiz Kids. By Harry T. Paxton. Pp. 167. Illustrated — photographs. New York: David McKay Co., Inc. \$2.50. (The Story of the Philadelphia Phillies.)

FREE LITERATURE

- . 1950 World Series Film, Hillerich & Bradsby Co. has announced that the 1950 world series film is available to schools. Booking should be arranged through the school's sporting goods dealer, and two alternate dates should be given in addition to the preferred date. The film, which is the seventh one H. & B. has co-sponsored, will be a 16-mm, sound affair and will be ready after January 15.
- · Athletic Goods Catalog. The Seamless Rubber Co. is currently mailing copies of its new Athletic Goods Catalog. A beautiful three-color job, it includes the all-rubber athletic products manufactured by Seamless for all major sports. With it is included the newest price list. For your copy, check the "Seamless Rubber" listing in the Master Coupon on page 64.
- · Coaches and Trainers Handbook, A 15-page illustrated booklet containing instructions for the proper taping techniques of injured athletes is available from the Bike Web Co.. 2500 South Dearborn St., Chicago 16, Ill. The handbook also features five illustrated pages on Bike Web supporters, protective equipment, and first-aid products.
- · Sports Show Book. The 1950-51 edition of Spalding's great book of sports oddities is available in individual copies er in quantities for distribution to clubs, teams, associations, and other large groups. Just check the "Spalding" listing in the Master Coupon on page 64
- · Recreation Equipment Catalog. Game-time, Inc., is offering a new 32page catalog covering its complete line of recreation equipment for schools, parks, playgrounds, gyms, and athletic fields. Printed in two-colors, the catalog contains photos and full descriptions of all available pieces, including many new items recently marketed by Game-time. It also introduces a new free playground planning service instituted by Game-time and available to all users of play equipment. For your free copy of this attractive catalog, write to Game-time, Inc., Litchfield, Mich.

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Coaches' Corner

(Continued from page 37)

was the other team? Were they any good?'

"The tackle retorted, 'Oh, they were good all right, but they took a sort of passive indfference to the game.'" There's a lad who may wind up at Harvard if he doesn't watch out.

Without doing any investigating, we're willing to concede that the busiest minute in basketball history was the last 60 seconds of the Sacred Heart-Commerce high school game in Yonkers, N. Y., on February 14, 1950. Hilary Jefferson, Commerce physical director, tells us that Sacred Heart was licking Commerce, 41-24, at the 31-minute mark when Commerce suddenly came alive.

"Our boys scored 19 points in that last minute, 13 of them in the last 30 seconds. But since we allowed Sacred Heart to score 7 points over this same period, we lost the game."

Gadzooks, 26 points in one minute averages nearly a point every two seconds!

Mr. Jefferson also passes along an amusing episode which occurred during an intramural basketball game at Hawthorne Jr. High years, ago. "I was sitting on the sidelines talking to a friend of mine (Dwight Rich, present superintendent of schools at Lansing, Mich.) when I noticed a little 7th grader who was wearing a pair of trunks about three times too large for him.

"As he moved around the court, the rear of them became loose and began to sag dangerously. I called out, 'Sonny, you had better look out, or you'll lose your pants!' Quick as a flash, he shot back, 'I don't care, they're not mine!'"

As you undoubtedly know by this time, Red Blaik's lovely anti pro-football article in Collier's made the pro coaches scream like wounded horses. They promptly started flinging mud at Red and his great Army team. Greasy Neale, for example, declared that "No pros would ever pull the boners that Blaik's team did against Michigan." It seemed that Greasy disapproved of a certain call, asserting. "A pro coach would shoot his quarterback for a stunt like that."

Greasy's words were still smoking when a pro halfback let a kick-off bounce around until the kicking team recovered the free ball on the oneyard line to set up a touchdown.

At West Point, Red Smith points out, they do not shoot halfbacks for stunts like that. They put 'em on the B squad and make 'em scrimmage the varsity. ENDORSED BY

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Wrestling Planning

(Continued from page 28)

with large squads, no coaching assistance, and limited mat space have a further organizational problem. I suggest a three-way division of activities for each session—one-third on fundamentals, one-third on conditioning, and one-third on competition.

The coach can conduct the work on fundamentals on one-half of the mat space, while actual competition can be taking place on the other half under the supervision of the older wrestlers. The remaining third of the squad can be running, climbing ropes, or engaging in the other conditioning work that you use.

These activities can be rotated so that each group is given a chance in each phase of work.

Perhaps you employ a better division of time more adaptable to your situation. However, the main thing is to have some sort of organization which eliminates, insofar as possible, all waste of time.

FUNDAMENTAL MOVES

We must now analyze just what we hope to teach our beginning wrestler. The first objective I strive for, especially with beginners, is balance; next comes speed.

The boy must learn three basic reversals, which he will later develop into more advanced moves. Then I want him to master checking the escapes and reversals all wrestlers use as the basis of bottom work. He must learn to exploit certain positions his opponents will assume when on top.

After these objectives are attained, we progress to the phase of training on which we spend the most time, namely take-downs.

I consider take-downs a special part of the game, and devote much time and thought to devising drills, practice moves, and teaching methods to develop the speed and timing necessary to make the wrestler a fair man on his feet. Just demonstrating a take-down and then setting the beginner to work is not enough.

My subsequent articles will take up in detail how these objectives are accomplished. I will show exactly how we teach the basic reversals and the counters to them.

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Passing Fancies

(Continued from page 13)

the floor whose chances to intercept or deflect are increased when the passer fails to observe this rule. Therefore, as the first cardinal rule of passing, we must stress getting close to the defensive man before attempting a pass.

Now that our guard has maneuvered up close to the defensive man, the next thing to consider is the deception to be used in passing by him.

One important point to keep in mind, however, is that no deception is needed, and none should be used, if both the passer and the receiver are unguarded. In this case the ball should be passed as quickly and accurately as possible to the open man.

In most situations, however, both the passer and the receiver will be guarded and some artifice will have to be resorted to if the pass is to be successfully completed.

The bit of artifice I shall describe is what is termed a "passing attitude." When a passer assumes this attitude it means that he, as he advances the ball down the floor, is looking straight ahead, with a poker face. He looks directly at no one, but he sees every player on the floor. This, of course, is our old friend split-vision in operation.

SPLIT-VISION NECESSARY

Consider for a moment a guard who brings the ball down the floor, focuses his attention on one side of the floor, looks at the prospective receiver for a second or more, and then attempts to pass to him. Is it any wonder the ball is intercepted? The surprising thing is that once in a while the ball does reach its destination.

It is much better to teach a pokerfaced attitude in which the boy never faces or turns in the direction of his intended pass. Therefore, to assure successful passing, we must teach our boys not to give away their intentions by looking directly at the receiver; but rather to look straight ahead and see, with splitvision, the man to whom they intend to pass.

The third important point in passing is the manner in which the ball is released. If a long preliminary arm movement in the direction of the ultimate pass is made, and the ball is release, at the termination of this movement, we have again given away our intent to the opponent and





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have increased the chances of an interception.

The idea is to release the ball with a quick snap of the wrist and a minimum of tell-tale preliminary arm movement. In fact, any preliminary arm movement should be in the form of a fake in the opposite direction from that being passed. This fake tends to throw the receiver's guard off balance momentarily so that he is less apt to react in time to effect an interception.

To teach successful passing, therefore, we must stress wrist snap and fakes

AWARENESS OF POSITION

One other important factor in passing should be emphasized. I continually urge every offensive man to always try to be aware of the position of every other offensive man, and have in mind the one, two, or three most advantageous spots to which to pass when he receives the ball.

In other words, a player who is maneuvering around to free himself for a pass should, at the same time, be using split-vision to observe the best spots to pass to when he does receive the ball. Thus, upon reception, he knows whom to pass to and need not make the costly mistake of holding onto the ball while pivoting back and forth looking for a receiver.

Consider the team that must find a receiver after every pass is received. The passing is slowed down and becomes so methodical that the defensive men are given ample time to close up the good passing lanes and therefore make plenty of interceptions.

What is happening each time the ball is being held? The time is being utilized by the defensive men to move over into a better defensive position on each of the offensive men. Remember that the best passing lanes are open for only a fraction of a second as the defense shifts into position.

If every man knows, before he receives the ball, to whom his most advantageous pass should be made, and the ball is kept moving at this faster-than-usual rate, good passing lanes will continually open because the defense will always be a little behind this tempo.

An astute observer of the game once stated that the team making the most passes during the game, would, everything else being equal, win the contest. Actually this is almost tantamount to saying that the best passing team will win, because it is impossible to move the



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ball for any length of time without good passing techniques.

Let us summarize briefly the four cardinal principles of passing that have been stressed above.

1. Get close to a man before attempting to pass by him.

2. Use split-vision to see the receiver, but never look at him.

Use a quick wrist snap to deliver the ball, along with a fake in the opposite direction.

Always know where the one or two best openings are before the ball is received.

These fundamentals are not the only ones by any means, but they represent four really essential principles which are not generally understood or taught.

Are these fundamentals impossible to teach? The answer is an emphatic "No!"—where the coach starts right out on them on the first day of practice and stresses them throughout the season.

Yes, teaching effective passing involves much hard work on the part of the coach, but the dividends are rich in ball games won.

Testing in Soccer

(Continued from page 20)

classes. The data collected was used in determining scoring charts. A set of norms was drawn up for each test item and for each age grouping (12-13, 14-15, 16-17).

Trapping, incidentally, was not included because the data showed a poor distribution of scores over too short a range. It is suggested that nine instead of three trials be given to warrant a greater distribution.

Another fault with this test is that the scoring is predicated on individual judgment. To eliminate this, you may require the ball to be trapped within a circle. In other words, if the ball is trapped and kept within a prescribed circle, it would be a successful trap. But if the ball leaves the circle the trap would be considered a failure.

Nine trials could be given—three stomach, three leg, and three foot traps, with each successful effort counting one point.

Many interesting points came to light in the first testing experiment (319 boys). The 16 members of the varsity soccer team all finished among the first 25, with nine of them occupying the first nine places in the final standing!

(Coaches interested in previous contributions by Mr. Warner are referred to the September 1949 and the March and April 1950 issues of Scholastic Coach.)



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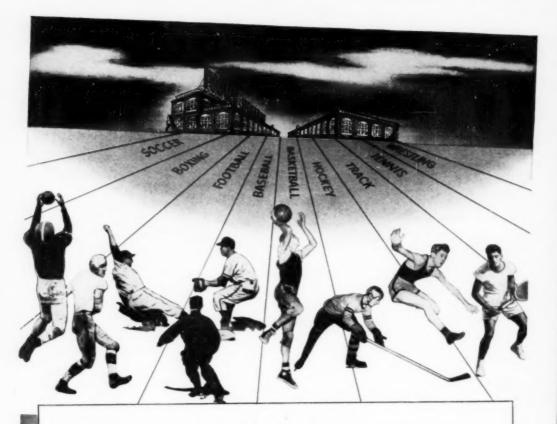
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